Boston School District Grade 8 Public Schools

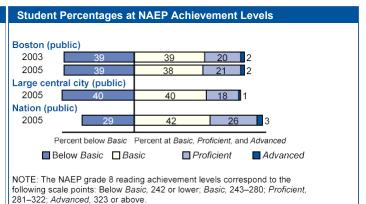
Snapshot Report

NCES 2006-456XB8r

The National Assessment of Educational Progress (NAEP) assesses reading on a 0-500 point scale. In 2005, Boston School District was one of ten urban districts that voluntarily participated in the NAEP reading assessment on a trial basis.

Overall Reading Results for Boston

- In 2005, the average scale score for eighth-grade students in Boston was 253. This was not significantly different from their average score in 2003 (252).¹
- Boston's average score (253) in 2005 was higher than that of public schools in large central cities² (250).
- The percentage of students in Boston who performed at or above the NAEP *Proficient* level was 23 percent in 2005. This percentage was not significantly different from that in 2003 (22 percent).
- The percentage of students in Boston who performed at or above the NAEP Basic level was 61 percent in 2005. This percentage was not significantly different from that in 2003 (61 percent).

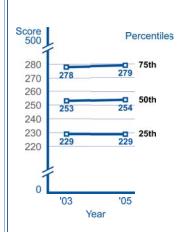


Performance of NAEP Reporting Groups in Boston: 2005						
	Percent	Average	Percent	Percent of stud	dents at or above	Percent
Reporting groups	of students ³	score	below Basic	Basic	Proficient	Advanced
Male	46	246	45	55	17	1
Female	54	259	33	67	28	3
White	15	274	19	81	46	4
Black	45	244	48	52	13	1
Hispanic	29↑	248	43	57	16	#
Asian/Pacific Islander	10	280	15	85	55	8
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	76↑	247	45	55	17	1
Not eligible for free/reduced-price school lunch	23↑	274↑	19	81	46	5

Average Score Gaps Between Selected Groups

- In 2005, male students in Boston had an average score that was lower than that of female students by 13 points. In 2003, the average score for male students was lower than that of female students by 12 points.
- In 2005, Black students had an average score that was lower than that of White students by 30 points. In 2003, the average score for Black students was lower than that of White students by 28 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 26 points. In 2003, the average score for Hispanic students was lower than that of White students by 28 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 27 points. This performance gap was wider than that of 2003 (18 points).
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 50 points. In 2003, the score gap between students at the 75th percentile and students at the 25th percentile was 49 points.





Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

The estimate rounds to zero.

‡ Reporting standards not met

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

² "Large central city" includes public schools located in large central cities (population 250,000 or more) within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city."

³ For comparison, non-White students comprised 76 percent of students in large central city public schools and 39 percent in public schools nationally. Also, students eligible for free/reduced-price school lunch comprised 63 percent of students in large central city public schools and 39 percent in public schools nationally. NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price school lunch and the "Unclassifed" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/reading/tuda.asp for additional results and detailed information. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2005 Trial Urban District Reading Assessments.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Boston were 5 percent and 3 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.